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ABSTRACT

The Coca-Cola Hispanic Education Fund was created in response to the high school dropout problem in Los Angeles. The Fund enables the Coca-Cola Bottling Company of Los Angeles to build upon the successful relationship it has developed in the Hispanic community and maximizes the effectiveness of existing student support programs by directing needy students into these programs at an early stage. Administrators, counselors, teachers, and aides identify sophomore students who during their junior high school careers were known to have academic, attendance, economic, family, and other problems. Both team teaching and the buddy system approach are employed in assisting these students. Major program components are the Student Identification, Incentive Activities, Orientation, Instructional Core, and Tutoring Projects. Program activities are enhanced by such existing school programs as the Attendance Motivation Program, Chapter 1 teacher and student assistance services, student orientation and government programs, youth services programs, and other on-going projects sponsored by the Coca-Cola Company. Program evaluation will involve analyses of individual and group attendance patterns and student progress; observations of program procedures and activities by teachers, students, parents, and administrators; review of periodic reports; and feedback from a Program Advisory Council comprised of school system, civic, political and business representatives. (NQA)

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COCA-COLA HISPANIC EDUCATION FUND

LOS ANGELES PROGRAM DESCRIPTION

1984

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COCA-COLA HISPANIC EDUCATION FUND

LOS ANGELES PROGRAM DESCRIPTION

INTRODUCTION

The high school dropout problem in Los Angeles has received considerable attention and diagnosis in the past few years. A groundswell of activity has occurred at the schools, among civic groups, and within the business community to develop an effective response to the challenge of keeping the city's youngsters in school. One of the most significant and potentially beneficial actions is the creation of the Coca-Cola Hispanic Education Fund.

The Fund will enable the Coca-Cola Bottling Company of Los Angeles to build upon the successful relationship it has developed in the East Los Angeles Hispanic Community through its involvement in the Adopt-A-School Program and other activities. The Fund will maximize the effectiveness of existing student support programs by directing needy students into the programs at an early stage. For two years, the Company has sponsored two high schools with predominantly Hispanic student populations. As a result, career development days, job and college fairs, special assemblies, guest speakers and academic scholarship programs have been developed by the staff at the high schools and Company representatives.

The Coca-Cola Bottling Company of Los Angeles and the participating high schools are very excited about the opportunity and challenge presented by the Hispanic Education Fund. The schools have been making progress academically in each of the past few years. As an example, one of the participating schools finished 44th out of 49 entrants in last year's Los Angeles Unified School District's Academic Decathlon. This year the school finished 14th overall.

PROGRAM CONCEPT

Discussions held with each of the schools revealed a need to identify students experiencing academic and other difficulties prior to their matriculation at the high schools. By so doing, the schools will be better able to aid the students in their transition from junior to senior high school, as well as integrate the students and their parents/families into the myriad of academic and social support programs offered by the schools.

The best way to reduce the number of dropouts or early leavers at the schools will be to utilize administrators, counselors, teachers and teacher aids to pinpoint the 150-200 students entering each of the schools as sophomores in the fall who, during their junior high school careers, were known to have academic, attendance, economic, family and other problems. After

identifying the target populations, "Student Advocate" workers (teachers, counselors and teacher aids) and teams will be responsible for the attendance and academic achievement of their designated students. They will work closely with students, parents, other Student Advocates, and counselors over the course of the program. Both team approaches and "buddy system" approaches will be employed in assisting the students.

PROGRAM COMPONENTS

As mentioned earlier, team and "buddy system" approaches to working with students have been developed. The major program components or activities to be conducted by the individual Student Advocates or by teams of teachers are as follows:

- Student Identification Project - senior and feeder junior high school counselors will identify the target population. Program information will be stored by computer, and prior computerized and manual records will be analyzed. Students and their parents will be interviewed and introduced to support services offered through the Hispanic Education Fund and other school/community programming.

- Incentive Activities Project - field trips and other extra - curricular activities will be available to participating students.

- Orientation Project - prior to the beginning of the school-year, program participants and their parents will be furnished with information related to the school's physical plant, procedures and policies, programs and activities as well as personnel. Student Government and a variety of organizations will assist with orientation activities.

- Instructional Core - students at Garfield High School will be given a core program that offers a Student Advocate teaching team as well as a coordination of coursework to provide continuity and consistency in instruction. Students will be programmed into four academic classes, emphasizing Language Arts and Math. Classes will include English/Reading and Social Sciences under the Language Arts component, and a correlation of Math and Science classes. With this type of program, teachers will be able to coordinate lesson planning, course emphasis, and class activities, including activities for enrichment as well as remediation. The existing Chapter I Program will provide teacher assistant services to the instructional program.

Teachers will function together as an inter-disciplinary team. With each teacher of this team having a different academic background, ideas and observations may be exchanged as to the student's strengths and weaknesses. Teachers may share possible solutions to learning problems as well as those techniques that enhance the youngster's learning potential. If possible, this team will share a common conference period so that constant communication for planning and student/parent conferencing is possible.

The instructional approach at the Roosevelt High School will be conducted along the lines of a "buddy system." Here, individual Student Advocates will:

- visit the home on a regular basis
- phone home on the first day absent
- arrange for career counseling
- circulate progress report
- arrange trips to local colleges/universities, occupational centers/skill centers
- arrange for individual testing to diagnose students potential
- meet with his/her group on a regular basis
- bring parents closer to school setting (i.e. take students to libraries, museums, cultural institutions)
- invite and encourage parents to participate in school activities
- be responsible for student attending tutorial classes
- develop profile of each student

- Tutoring Project - tutors will be employed after school hours to teach math, English, Social Studies and elective courses. Community-based tutoring organizations are being evaluated for possible involvement in the Project.

SCHOOL SYSTEM AND COCA-COLA BOTTLING COMPANY OF LOS ANGELES RESOURCES TO BE INTEGRATED INTO THE HISPANIC EDUCATION FUND PROGRAM

The Hispanic Education Fund Program activities will be enhanced by existing school programs such as:

- Attendance Motivation Program
- Federal Government Chapter 1 teacher assistant and student assistance services such as tutoring
- Student Orientation Programs
- Student Government Program
- Youth Services Programs

Also, principals, guidance counselors, and teachers at the schools will devote considerable efforts to the program, and the school's computerized recordkeeping systems will be utilized.

The Program will benefit further from on-going projects sponsored by the Coca-Cola Bottling Company of Los Angeles such as Adopt-A-School, Career Development Day and Teacher Appreciation Day.

PROGRAM EVALUATION

As a model program the Hispanic Education Fund Program must process accurate records and an objective evaluation. Means of accomplishing this are detailed below:

- Computerized attendance and counseling procedures allow for immediate storage and retrieval of all pertinent student data. Individual attendance records as well as group patterns may be analyzed to indicate causes and length of absences. Grades will be reviewed to indicate student progress. Correlations between grades and attendance can be defined. Individual profiles will be retained for use in teacher/student/parent conferences.

- Teachers, students, parents, and administrators will carefully observe program procedures and activities and will offer invaluable input so that instructional and incentive programs provide students with optimum learning opportunities.

- Written program evaluations will be submitted after each major activity and at regular intervals. These monitoring techniques will serve as the basis for program review and modification.

- The California State University of Los Angeles Office of Education will serve as the independent evaluating body for the Program. In addition to reviewing periodic reports and providing feedback, a final Program Assessment and Brochure will be produced to highlight the Hispanic Education Fund Program's method of operation and accomplishments.

- A Program Advisory Council comprised of school system, civic, political and business representatives will provide input and feedback to the Program Administrators (the Principals of the schools and the Student Advocates).

NEWS RELEASE

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FOR IMMEDIATE RELEASE

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COCA-COLA ANNOUNCES FUNDING TO REDUCE DROPOUT PROBLEM AT CITY'S TWO LARGEST HISPANIC HIGH SCHOOLS

Los Angeles, April 23, 1984...John R. Attwood, president, Coca-Cola Bottling Company of Los Angeles, today announced that the Board of Directors of the Coca-Cola National Hispanic Education Fund has awarded $100,000 to Los Angeles' two largest Hispanic high schools - Garfield and Roosevelt. These funds are part of a four year $400,000 pilot education program in Los Angeles designed to help Hispanic high school students complete their high school education. Similar awards have been approved for New York, Miami, Chicago, and San Antonio.

Garfield and Roosevelt High Schools were selected because of the schools' high dropout rates. The Coca-Cola Bottling

- more -

Official soft drink of the 1984 Olympics

Company of Los Angeles adopted these two schools within the past two years as part of the school district's Adopt-A-School Program. Through the Adopt-A-School Program, the Company has sponsored a variety of career awareness, school pride and academic enrichment programs. Mr. Attwood cited the Adopt-A-School partnership as an example of how businesses can address social and community challenges in the 1980s.

Coca-Cola created the National Hispanic Education Fund on the basis of a study it commissioned which identifies education and the high dropout rate among Hispanic high school students as a chief concern of Hispanic-Americans. Coca-Cola has established a partnership with the Congressional Hispanic Caucus to jointly administer the Fund and to coordinate nationwide program activities.

Hollenbeck Junior High School, also located in East Los Angeles and recently adopted by the Coca-Cola Bottling Company of Los Angeles, was the site of today's presentation. Referring to the appropriateness of the setting, Mr. Attwood stated, "It is here at the junior high school level where potential early leavers must be identified and directed into a supportive and academically enriched environment. It is likely that every student presently enrolled in Hollenbeck and other feeder schools for Garfield and Roosevelt High Schools will be touched by this public/private partnership in a positive way."

Mr. Attwood introduced Congressman Ed Roybal (D-25), a member of the Congressional Hispanic Caucus and a graduate of both Hollenbeck Junior High School and Roosevelt High School. Congressman Roybal commented on the responsibility that the family, the schools, government and business share in making high school completion a reality for today's youth.

Congressman Matthew Martinez (D-30), also a member of the Congressional Hispanic Caucus and a graduate of Roosevelt High School, was introduced and outlined the goals of the Coca-Cola Hispanic Education Fund.

Larry Gonzalez, a member of the Los Angeles Unified School District Board of Education and also a Roosevelt graduate, then described the programs to be operated at the two high schools.

The Garfield High School "School-Within-A-School Program" features a team teaching approach. Through a carefully planned and integrated academic curriculum and student services network a highly personalized and incentive-based educational experience will be created. The program will focus on attendance motivation, academic support, and the development of life skills.

The Roosevelt High School "Student Advocate Program" employs a "buddy system." Student Advocates - teachers, counselors, or teacher aids will develop mentor relationships

with students to expose them to community role models and provide tangible rewards and incentives for academic and attitudinal progress.

Danny Villaneuva, president and general manager of KMEX-TV and a member of the National Hispanic Education Fund Board, also commented on the programs.

Mr. Attwood presented the $100,000 check from the Coca-Cola Hispanic Education Fund to Henry Gradillas, principal of Garfield High School and Henry Ronquillo, principal of Roosevelt High School.

Program activity will begin prior to the end of the current school year, and intensify with the beginning of the 1984-85 academic year.

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